New Course/Program Proposal Checklist
New Pathway Proposal: Hospitality and Tourism Career Cluster
Restaurant & Event Management Pathway (CIP 12.0504)
Campus High School

Introductory Level	Focus on Careers (½ credit)	Course already exists
Technical Level	Introduction to Culinary Arts (½ credit) (formerly Culinary Arts I)	Course already exists
	Nutrition & Wellness (½ credit)	Course already exists
	Intermediate Culinary Arts (½ credit) (formerly Culinary Arts II)	Course already exists
	Advanced Culinary Arts (½ credit) (formerly Culinary Arts III)	Course already exists
	Baking and Pastry (½ credit)	Proposed new course
Application Level	FACS Internship (1 credit)	Course already exists

adding for Meets Options

New Course Proposal—Baking and Pastry

Course Description: Continue your journey into the world of Culinary Arts by taking Baking and Pastry! This course, which follows Intermediate Culinary Arts (previously Culinary Arts II) focuses on the functions of bakeshop ingredients and the science behind baking. Products of the bakeshop—quick breads, yeast breads, cookies, cakes, cheesecakes, and various types of pies are made in this class, as well as learning basic cake decorating techniques. Skills learned in this class can be used not only for employment, but also as a home-based business.

- ❑ State standard and state tested indicators for the class
  - See attached competency profile with benchmarks and indicators listed
  - There is currently no required state assessment for this course.
- ❑ Reading standards addressed
  - See attached competency profile with academic and communications benchmarks given.
- ❑ Standards/state indicators of other curricular areas that are integrated with course.
  - See Cross-walking key in bottom footer of each page of competency profile.
- ❑ Sample unit plan
  - See Lesson Plan attachment.
  - Does the unit include online and traditional resources? Yes, both are included.
  - Are project-based learning activities included? Yes. In addition, this course provides a significant amount of "hands-on" lab activities, where students produce the products they are learning about. If time allows, a "Bake Shop" could be set up and baked products could be sold within the district and the community. This would teach students business management skills in addition to baking skills.

- Textbook: The Culinary Professional, 2010 (ISBN # 978-1-60525-118-9) is already being used in the Culinary classes and would also be used in this proposed class.

- ❑ Estimated budget requirements: no additional staff or resources would be required. Current equipment and resources would be used.
- ❑ Research and any relevant/current external review of such a program
  - See attached Employment Data from http://www.ksde.org
  - See attached Advisory Council Minutes (September 20, 2011)
- ❑ Needs assessment
  - See attached Advisory Council Minutes
- ❑ Student evaluation processes
  - Student performance would be assessed by evaluation work in class, class participation, as well as labs, including quality of final product and use of food safety and sanitation guidelines.

Literacy First Lesson Plan
Baking and Pastry
Chapter 36: Introduction to the Bakeshop

Benchmark(s):

8.3 Analyze common ingredients used in pastry/baking products.

Objective(s):

8.3.3 Identify the functions of the bake shop ingredients (flour, sugar, eggs, dairy, fat)
8.3.5 Identify basic flavoring techniques (nuts, spices, extracts, salt, fruits)
8.3.6 Identify different types of chocolate.

APK: Activate and Assess Prior Knowledge (20%):

Class Discussion: Compare and contrast cooking and baking.

SAP/TIP: Student Active Participation (45%)/Teacher Input (20%):

1. List all terms in Culinary Terminology: pastry chef, pastry cook, baker, gluten, simple syrup, shortening, leavening, baking soda, baking powder, fermentation, blooming, and extracts. Define those terms you do not already know.
2. Preview Chapter 36, pages 573-591. Scan and/or discuss each of the following: title, introduction, subtitles, bold-print and italicized words, pictures (including captions), graphs, key points, and In Review questions.
3. Read introduction to chapter and section 1: Working in the Bakeshop, pages 573-574.
4. Complete Jot-Pair-Share: Distinguish between pastry chef, pastry cook, and baker.
5. Complete Jigsaw Activity over section 2: Bakeshop Ingredients, pages 574-583.
    a. Divide class into four "expert" teams and assign each team an ingredient: flour, sweeteners, shortenings, leavening agents.
    b. Each team reads their assigned section and agrees on the most important information in the section.
    c. Class is then redistributed into four teams, with one "expert" member from each ingredient on each team. "Expert" shares information with these teams. Team members take notes.
    d. Divide class again into four "expert" teams and assign each team an ingredient: chocolate, gelatin, nuts and seeds, and flavorings and extracts.
    e. Class is then redistributed into four teams with one "expert" member from each ingredient on each team. "Expert" shares information with these teams. Team members take notes.
6. Lab Activity: Exploring Flours. (In this activity, teams compare amounts of gluten found in various types of flours, such as bread flour, all-purpose flour, pastry flour, and cake flour.)
7. Lab Activity: Leavening Agents. (In this activity, teams compare how various leavening agents react with water and acids, with and without heat.)
8. Lab Activity: Chocolate. (In this activity, students see and taste various chocolate products such as cocoa powder, unsweetened chocolate, semi-sweet chocolate, sweet chocolate, dark chocolate, milk chocolate, white chocolate, etc.)
9. Lab Activity: Nuts. (In this activity, students see and taste various types of nuts such as almonds, cashews, chestnuts, coconut, hazelnuts, macadamia nuts, pine nuts, peanuts, pecans, pistachios, walnuts, etc.)
10. Lab Activity: Seeds (In this activity, students see and taste various types of seeds used in baking, such as poppy, pumpkin, sunflower, sesame, etc.)
11. Read section 3: Bakeshop Equipment, pages 583-589.
12. Design a bakery business. Brainstorm various types of bakery businesses. List products that the business would produce, then use pictures from internet websites to make a poster that shows the equipment that is needed for that type of bakery or pastry business.

Literacy First Lesson Plan
Baking and Pastry
Chapter 36: Introduction to the Bakeshop

ISS: Identify Student Success (15%)

- **Assessment of Lab Activity: Flours**
- **Assessment of Lab Activity: Leavening Agents**
- **Assessment of Poster Project**

Kansas Family and Consumer Sciences Education
Hospitality and Tourism Career Cluster

Course: **Baking/Pastry I**
Pathway: Restaurant and Event Management

CIP Code: 19.0505 Course # CAHM B/P 2

Rating Scale: 3 Skilled- Works Independently
2 Limited Skills- Requires Assistance
1 Skill Undeveloped
0 No exposure- No instruction or training

Student:	Grade:
Teacher:	School:
Enrolled Date:	Completion Date: Graduation Date:
Student Signature	Teacher Signature

Directions: The following competencies are required for full approval for a course in a Culinary Arts/Baking Pastry Program. Check the appropriate number to indicate the level of competency reached for student evaluation. (NOTE: **Essential Knowledge and Skills are required to be in addition to the competencies listed below.** An updated document with both sets of competencies will be coming, however for present time, please review the separate competencies document entitled "Essential Knowledge and Skills Competencies".)

Academic Foundations

Benchmark: 0.1 Apply reading and writing, math, and science skills in personal, professional, enpreneurial and community situations. (CC K&S ESS01 & 09)		3	2	1	0
0.1.1	Use information to locate, comprehend, make inferences, and draw conclusions. (R1.4.2▲) (CC K&S ESS 01.02)				
0.1.2	Adjust original rational number estimate of a real-world problem based on additional information (a frame of reference). (MHS1.3.A1▲) ($) (CC K&S ESS01.03)				
0.1.3	Generate and/or solve multi-step real-world problems with real numbers and mathematical concepts. (MHS1.4.A1a,b,d▲) ($) (CC K&S ESS01.03)				
0.1.4	Research, apply, and evaluate information to accomplish tasks. (SC CD 2.1) (CCK&S ESS03.04)				
0.1.5	Apply fundamental knowledge of economics to enhance learner achievement. (EDC01.04.01) (CC K&S ESS09.11)				

Communications

Benchmark: 0.2 Demonstrate appropriate communication skills that contribute to positive relationships. (*13.3) (21st) (CC K&S ESS02)		3	2	1	0
0.2.1	Use appropriate communication strategies for the most effective outcome. (*13.3.1) (CC K&S ESS02.07) (21st) (SC P/SD 1.2) (S1.1.5)				
0.2.2	Demonstrate the use of verbal, listening, and writing skills to communicate clearly. (*13.3.2) (*13.3.3) (CC K&S ESS02.06) (21st)				

Problem Solving, Dilemma Solving, and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to address personal, professional and community issues.(*1.2) (21st) (SC AD 1.2) (CC K&S ESS03)		3	2	1	0
0.3.1	Identify common tasks that require employers to use problem-solving skills. (CC K&S ESS03.01.01)				
0.3.2	Use problem-solving and critical thinking skills to improve a situation or process. (CC K&S ESS03.01.02)				
0.3.3	Create ideas, proposals, and solutions to a problem. (CC K&S ESS03.01.04)				

Information Technology Applications

Benchmark: 0.4 Use technology to access, manage, integrate, and create information. (CC K&S ESS04)		3	2	1	0
0.4.1	Use information technology tools to manage and perform work (school) responsibilities. *(*1.2.5) (CC K&S ESS04.02.01)*				
0.4.2	Identify and use a variety of web-based tools for real world, global applications involving communication to collect and disseminate information. (CC K&S ESS04.04.01)				

Cross-Walking Key: *National (2006)and **Kansas (2006) Family and Consumer Sciences Standards ($) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests (R) Kansas Reading Curricular Standards; (MHS) Kansas Mathematics Curricular Standards—High School; (W) Kansas Writing Curricular Standards; (SC) Kansas School Counseling Standards; (H-G) Kansas History & Government; Economics & Geography Curricular Standards; (S) Kansas Science Curricular Standards;(CC K&S ESS) Career Cluster Essential Knowledge and Skills; (CC K&S HMC) Career Cluster Human Services Cluster; (CC K&S HMPA) Career Cluster Human Services Pathway—Early Childhood (www.careerclusters.org)

0.4.3	Use technology to locate, analyze, manipulate, and interpret information in a knowledge economy. (CC K&S ESS04.04.03) (21st) (S5 1.1▲)				

Safety, Health and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (*5.5 & *13.4; **1.5) (CC K&S ESS06)		3	2	1	0
0.5.1	Manage the physical and social environment to reduce conflict and promote safety in settings (i.e. family, work, community, and cyberspace). (*13.4.3) (21st) (CC K&S ESS06.01) (SC P/SD 3.1)				

Leadership and Teamwork and Ethics and Legal Responsibilities

Benchmark: 0.6 Demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and community. (*13.5) (21st) (CC K&S ESS07&08)		3	2	1	0
0.6.1	Demonstrate quality work and effective communication by acknowledging diversity and cultural differences. (21st) (CC K&S HMC07.01.04)				
0.6.2	Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations. (CC K&S HMC08.01)				

Career Development and Systems

Benchmark: 0.7 Analyze strategies to manage the multiple individual, family, career, and/or community roles and responsibilities. (*1.1) (CC K&S ESS09) (21st)		3	2	1	0
0.7.1	Organize a career portfolio (electronic or physical) to document knowledge, skills, and experience in a career field. (CC K&S ESS09.04.02)				
0.7.2	Recognize that individual career path has an impact on the national and global community. (CC K&S ESS09.09.03)				

Technical Skills Technical Level
COMPREHENSIVE STANDARD:

Benchmark: 8.1 Support food safety and sanitation procedures.		3	2	1	0
8.1.1	Demonstrate an understanding of the importance of food safety and sanitation to include: how foods become unsafe, good personal hygiene, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare food				
8.1.2	Demonstrate personal hygiene and grooming standards.				
8.1.3	Identify common foods allergens and common symptoms. (common allergens: milk/dairy, eggs/egg products, fish/shellfish, wheat/gluten, soy/soy products, and peanuts/tree nuts)				
Benchmark: 8.2 Justify the correct use and proper maintenance of food production equipment and tools.		3	2	1	0
8.2.1	Operate tools and equipment following safety procedures and OSHA requirements.				
8.2.2	Demonstrate procedures for cleaning, sanitizing, and the storage of equipment and food contact surfaces.				
8.2.3	Identify and select types of pans used in baking and pastry.				
Benchmark: 8.3 Analyze common ingredients used in pastry/baking products.					
8.3.1	Analyze a nutrition label and ingredient label for a baked product.				
8.3.2	Apply the knowledge of chemical and yeast leavening agents.				
8.3.3	Identify the functions of the bake shop ingredients. (flour, sugar, eggs, dairy, fat)				
8.3.4	Identify scientific reactions during the production of baked products.				
8.3.5	Identify basic flavoring techniques. (nuts, spices, extracts, salt, fruits)				
8.3.6	Identify different types of chocolate.				

Cross-Walking Key: *National (2006)and **Kansas (2006) Family and Consumer Sciences Standards ($) National Standards for Financial Literacy (▲) Assessed Indicator for Kansas Assessment Tests (R) Kansas Reading Curricular Standards; (MHS) Kansas Mathematics Curricular Standards—High School; (W) Kansas Writing Curricular Standards; (SC) Kansas School Counseling Standards; (H-G) Kansas History & Government; Economics & Geography Curricular Standards; (S) Kansas Science Curricular Standards;(CC K&S ESS) Career Cluster Essential Knowledge and Skills; (CC K&S HMC) Career Cluster Human Services Cluster; (CC K&S HMPA) Career Cluster Human Services Pathway—Early Childhood (www.careerclusters.org)

Benchmark: 8.4 Practice and explain the principles of quality production management.					
8.4.1	Exhibit mise en place.				
8.4.2	Demonstrate effective time management.				
8.4.3	Determine and calculate operational production goals.				
Benchmark: 8.5 Demonstrate preparations for all menu categories to produce a variety of food products. CAHMB/P: Compare and contrast pastry/baking products.		3	2	1	0
8.5.1	Produce a variety of quick bread batter products. (muffins, waffles)				
8.5.2	Produce a variety of quick bread soft dough products. (scones, biscuit)				
8.5.3	Produce yeast dough breads and yeast dough pastries.				
8.5.4	Identify various types of cookies. (drop, bar, press, rolled, refrigerator, cut out, wafer)				
8.5.5	Produce cakes using the creaming and form method.				
8.5.6	Produce a basic butter cream frosting.				
8.5.7	Produce a basic cheesecake.				
8.5.8	Produce a basic pie crust and filling.				
8.5.9	Produce a custard and pudding.				
8.5.10	Explore various new, convenience, and frozen pastry/baking products.				
Benchmark: 8.6 Compare and contrast various finishing methods.		3	2	1	0
8.6.1	Identify various types of pastry garnishes and presentation techniques.				

HOSPITALITY & TOURISM CAREER CLUSTER
PATHWAY: RESTAURANTS & FOOD & BEVERAGE SERVICES

DEGREE/TRAINING REQUIRED Standard Occupational System (SOC) Code	OCCUPATION	KANSAS MEDIAN SALARY[i]	% CHANGE / EMPLOYMENT PROSPECTS	
			KANSAS 2004-2014[ii]	USA 2006-2016[iii]
-Associate Degree -Certifications -On the Job Training -2 Yr. Community/Technical Colleges -Registered Apprenticeship				
11-9051	Food Service Managers: Food and Beverage Manager / Catering and Banquets Manager / Service Manager	$18.55/hr.	+11%	+5%
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders: Brewer	$12.60/hr.	+10%	-3-9%
51-3011	Bakers, Bread and Pastry: Pastry and Specialty Chef	$9.52/hr.	+16%	+10%
35-3011	Bartenders	$7.33/hr.	+13%	+11%
35-1011	Chefs and Head Cooks: Executive Chef / Cook	$11.79/hr.	+17%	+8%
35-2014	Cooks, Restaurant	$8.64/hr.	+15%	+12%
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop: Counter Server	$6.56/hr.	+16%	+10%
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers: Banquet Set-up Employee / Bus Person	$6.69/hr.	+15%	+12%
39-1021	First-Line Supervisors/Managers of	$13.08/hr.	+14%	+14-20%

[i] Salary data from the Kansas Department of Labor, 2007 Kansas Wage Survey
[ii] 2004-2014 Kansas Occupational Outlook Study, http://www.dol.ks.gov
[iii] 2008-2009 National Employment Occupational Outlook Handbook, http://www.bls.gov/oco

DEGREE/TRAINING REQUIRED Standard Occupational System (SOC) Code	OCCUPATION	KANSAS MEDIAN SALARY[i]	% CHANGE / EMPLOYMENT PROSPECTS	
			KANSAS 2004-2014[ii]	USA 2006-2016[iii]
	Food Preparation and Serving workers: Kitchen Manager / Caterer			
35-9099	Food Preparation and Serving Related Workers: Kitchen Steward	$7.79/hr.	+10%	+13%
35-3041	Food Servers, Nonrestaurant: Room Service Attendant	$6.77/hr.	+4%	+16%
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop: Maitre'd / Host	$7.30/hr.	+15%	+10%
35-3031	Waiters and Waitresses: Restaurant Server / Banquet Server / Cocktail Server / Wine Steward	$6.56/hr.	+15%	+11%
Bachelor's Degrees Colleges / Universities				
11-1021	General and Operations Managers: General Manager	$33.29/hr.	+15%	+2%

N/A = Data Not Available

Employment is projected to:	Growth compared to average:
increase 21 percent or more	Grow much faster than average
increase 14 to 20 percent	Grow faster than average
increase 7 to 13 percent	Grow about as fast as average
increase 3 to 6 percent	Grow more slowly than average
decrease 2 percent to increase 2 percent	Little or no change
decrease 3 to 9 percent	Decline slowly or moderately
decrease 10 percent or more	Decline rapidly

FACS Advisory Council Meeting 9-20-2011

Mrs Spangler and Mrs. Tamson discussed the different pathways that are available for Campus students.

Pathways: Consumer services, Family Community Service, Early Childhood

The teacher training; hospitality is in place; Mrs. Tamson advises adding baking and pastry.

Hospitality Pathways:

Level 1 Focus on Career

Level 2 Culinary essentials (Cul 1)

Baking and Pastry (this will be added as new) added by October 15th

Nutrition and wellness

Professional cooking

Professional chef

Level 3 Career and Community Corrections (1 yearlong) job shadow and make a portfolio

Education and Training:

Level 1 Focus on Careers

Level 2 Teaching as a career (1 year) this will be new.

Orientation to Early Childhood (ECH)

Human and Growth and Development (CD)

Level 3 Teaching Internship this is about teaching and training (new).

Visual Arts:

Level 1 Focus on Careers

Intro to Drawing → Graphic Design
Intro to Computer Arts
↓

Level 2: Intro Textile Design Strand
Trends and interior textile design (1 year)
Interior textile merchandising

Level 3: Interior Design (1 yearlong class) or
Career and Community Connections
A lot of students don't take the upper level courses

Jan Tamson

From: Jan Tamson <jtamson@usd261.com>
Sent: Friday, October 07, 2011 3:44 PM
To: mregier@usd261.com
Subject: FACS Collaboration 7-Oct-2011

Mr. Regier,

Today during collaboration time we discussed the upcoming test policy. We would prefer the final exam being 25%, tests, projects, and other assessments being 25%, and the remainder daily work, PRIDE, etc., but can live with the final exam 20%, test, projects and other assessments being 30% and daily work, PRIDE, etc. 50%.

We also started working on assembling material for new course proposals: Baking and Pastry (1 semester), Teaching as a Career A and B (one semester each), and Teaching Internship (one year). The Teaching Internship course can be "nested" or combined with FACS Internship and the Early Childhood III course. The Early Childhood III course needs to be expanded to one year, from the current one semester. We think the current Culinary Arts classes will need to be re-named due to possible confusion for the auditors between the state's names and ours. In the state pathway materials, the classes are called Culinary Essentials, and Culinary I (one year). We are proposing the names be changed to Introduction to Culinary Arts, Intermediate Culinary Arts, and Advanced Culinary Arts.

Jan Tamson

Lab Performance Self-Assessment

Block # _____ **Station #** _____ **Lab Duty** _____ **Name** _____

Directions: Answer each of the questions below as honestly and thoroughly as possible. Answers such as "none", "NA", "nothing", or "I don't know" will result in a "SNM" rating.

1. What aspect(s) of this lab experience do you feel was most successful? Why? _____

2. What would you change about this lab experience if you were to repeat it? Why? _____

3. Describe what you did or did not like about the lab. _____

4. Rate the quality of your product using the following rating system, then explain your rating in the space provided.

   5 = excellent 3 = acceptable 1 = poor

Lab Performance Rubric

Criteria	Beginning	Developing	Accomplished	Exemplary	Score
Planning/Production Schedule ❑ Production Schedule received on time ❑ All blanks at top of form completed ❑ Completed portion of the Production Schedule your lab duty was assigned. ❑ Production Schedule section was completed correctly. ❑ Task Assignments given	**5** 1 criteria met	**10** 2 or 3 criteria met	**15** 4 criteria met	**20** All criteria met	
Task Completion ❑ Time Management (stayed in assigned area, no horseplay, no pass required) ❑ Teamwork (did not dominate or withdraw) ❑ Task Completion (stayed on task) ❑ Work Contribution (equitable amount of work) ❑ Followed directions ❑ Solved problems/conflicts effectively	**4** 1 or 2 criteria met	**8** 3 or 4 criteria met	**12** 5 criteria met	**16** All criteria met	
Work Practices ❑ Appropriate Attire (close-toed shoes, no hoodies) ❑ Hand Washing (20 seconds minimum) ❑ Sanitation Procedures (hair/hat) ❑ Safety Procedures (knives, etc.) ❑ Clean-Up (sink/range/work table/floor) ❑ Completed Lab Duty as assigned	**4** 1 or 2 criteria met	**8** 3 or 4 criteria met	**12** 5 criteria met	**16** All criteria met	
Production of Product ❑ Dry Ingredient Measuring ❑ Liquid Ingredient Measuring ❑ Correct Ingredients ❑ Correct Ingredient Preparation ❑ Interpretation/Following of Assembly Instructions ❑ Interpretation/Following of Cooking/Baking Instructions	**4** 1 or 2 criteria met	**8** 3 or 4 criteria met	**12** 5 criteria met	**16** All criteria met	
Evaluation of Product ❑ Appearance ❑ Taste ❑ Texture ❑ Degree of Doneness ❑ Lack of Foreign Matter	**4** 1 criteria met	**8** 2 or 3 criteria met	**12** 4 criteria met	**16** All criteria met	
Lab Performance Self-Assessment ❑ Has all blanks at top of page completed ❑ Lists most successful aspect of lab ❑ Lists why aspect was successful ❑ Lists what would be changed ❑ Lists why it should be changed ❑ Described what was liked/disliked ❑ Quality of food(s) rated ❑ Rating(s) Explained	**4** 1 to 3 criteria met	**8** 4 or 5 criteria met	**12** 6 or 7 criteria met	**16** All criteria met	
				Score (100)	